

Childminder report

Inspection date:

26 July 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses in the childminder's understanding of her legal responsibilities. This has resulted in several breaches of requirements. Specifically, the childminder does not ensure that staffing levels meet the minimum ratio requirements at the beginning of the day. At these times, there are high numbers of children with only one adult. Furthermore, the childminder does not maintain the required daily records of the arrival and departure times of children. These weaknesses and inconsistencies in practice compromise children's safety and personal development. This would be particularly impactful in the event of an emergency. The childminder also demonstrates a limited knowledge of her registration requirements. At certain times of the week, she works with three assistants at the same time. This exceeds the maximum allowed while registered as a childminder.

This said, once staff are on site, the quality of education is good. Children enter extremely happily and seek out the adults for cuddles throughout the day. As adults arrive children beam with happiness and immediately go to welcome them with open arms. Children have developed secure, loving relationships with the adults who care for them.

Children demonstrate a real sense of belonging as they confidently play in the childminder's home. They make suggestions of games that they could play and all children excitedly join in. They enjoy a game of 'what time is it, Mr Wolf?' Children count accurately to 10 and scream with excitement as they chase each other back to the other side of the garden. Children demonstrate high levels of interest and engagement in their learning and make good progress with their development.

What does the early years setting do well and what does it need to do better?

- The childminder has worked hard since her last inspection to address the actions that were raised. However, the childminder's lack of understanding of the 'Statutory framework for the early years foundation stage' has led to further breaches in requirements. These breaches put children's safety at risk.
- The childminder has implemented regular supervisions to provide support, coaching and training to her assistants. The childminder's assistants talk positively about the support that they receive to develop their skills and knowledge and also with regards to their well-being. They are feeling more confident with their roles and responsibilities.
- The childminder and her assistants are knowledgeable about what children know and can do. They collate information from parents to inform the activities and experiences that are provided. However, not all activities and routines consistently build on what children know and can do. For example, some

children sit away from the table at lunch time. This limits the opportunities for the childminder and her assistants to support their language and social skills.

- Children have many opportunities to practise their physical skills. They use their strength as they fill up buckets of water and transport the heavy loads in wheelbarrows. They climb across balance beams, and as they fall off they return to try again. Children develop their small-muscle skills as they mix and squeeze dough and snip paper with scissors carefully. Older children show great hand strength as they attempt to write their names on their creations. Children's physical skills are developing well.
- The childminder ensures the children have lots of fresh air in the garden and that they regularly drink water to cool down. Children scream with delight as they can smell the meal that the childminder has prepared and exclaim 'yum, I can smell curry'. Children independently wash their hands before they eat meals and as they return from outside. Children are beginning to understand the importance of healthy lifestyles.
- Children enjoy exploring a range of books. The childminder encourages them to recall previous stories they have read. They talk about the parts of the book that their friends enjoyed and have fun looking for their favourite colours. The childminder provides a wide range of stories for the children to explore. They are developing a love of reading.
- As the childminder reads stories, she discusses emotions. Children talk about how they are feeling anxious about going to school. However, at other times, the childminder and her assistants do not extend children's understanding of feelings. For example, as children fall over, staff quickly encourage them to 'jump up'. They do not use the opportunity to talk about how children are feeling or label these emotions to support their understanding further.
- Parents talk positively about the childminder and her assistants. They describe the adults as 'kind'. They feel fully informed about how they can support their children's development at home and have seen particular progress with their children's independence skills since they have started.

Safeguarding

The arrangements for safeguarding are not effective.

Failures to meet some of the legal requirements impacts on safeguarding arrangements, meaning the childminder cannot always assure children's safety. The childminder does, however, ensure her and her assistants attend training to support their understanding of child protection. They are all confident in the procedures to follow should they have any concerns about a child's welfare. The childminder and her assistants understand the procedures to follow should there be an allegation made against themselves or any household members. Since the last inspection, the childminder has implemented effective procedures to ensure that all adults working with children are suitable. The childminder regularly reflects on her assistant's knowledge of safeguarding matters through supervisions and quizzes that she provides.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure ratio requirements are met at all times	02/08/2022
maintain a daily record of children's hours of attendance	02/08/2022
ensure that ongoing training focuses sharply on developing a thorough knowledge of the early years foundation stage requirements.	02/08/2022

To further improve the quality of the early years provision, the provider should:

- operate within the registration requirements and only work with up to two assistants at any one time
- support and extend children's learning by ensuring that staff's interactions with them consistently build on what children know and can do
- model the language of feelings to support children's understanding of their own and others' feelings.

Setting details

Unique reference number	EY562994
Local authority	Liverpool
Inspection number	10239070
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	18
Number of children on roll	16
Date of previous inspection	14 March 2022

Information about this early years setting

The childminder registered in 2018 and lives in Liverpool. The childminder holds an appropriate early years qualification at level 3 and she works with assistants, two of whom hold appropriate early years qualifications at levels 2 or 3. The childminder provides care from 8am to 6pm, Monday to Friday, all year round, except for family holidays. She provides funded early education for two-, three, and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Interactions between the childminder, her assistants and children were observed by the inspector.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder's assistants spoke to the inspector at appropriate times during the inspection and the inspector took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder and the inspector carried out a joint observation outside.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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